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ABSTRACT

The framework presented in this manual is designed to provide school district personnel with guidelines for developing curricular programs for theater arts based upon the needs of students in their individual school districts. The manual furnishes goals and objectives upon which to build a series of sequential learning experiences for use in the theater classroom, during play rehearsal/performance, and in classrooms where theater is being used as a teaching tool when a trained practitioner is available as a resource person. The manual is organized in graphic form in the following sequence: (1) statement of the component and goal with appropriate skills, attitudes, and understandings; (2) general objectives for all skills, attitudes, and understandings for the goal according to level; (3) objectives for each of the skills, attitudes, and understandings according to level; and (4) repetition of the same procedure for each of the succeeding goals. (KEH)

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THE SOUTH CAROLINA FRAMEWORK FOR DRAMA / THEATER EDUCATION

Charlie G. Williams
State Superintendent of Education

THE SOUTH CAROLINA FRAMEWORK

FOR

DRAMA/THEATRE EDUCATION

CHARLIE G. WILLIAMS
STATE SUPERINTENDENT
SOUTH CAROLINA DEPARTMENT OF EDUCATION
COLUMBIA, SC

1990

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The primary writers of the South Carolina Drama/Theatre Framework were Elbin Cleveland, professor of theatre at the University of South Carolina's Department of Speech and Drama, and Ralph Lawson, a drama/theatre teacher in the school district of Union County in South Carolina. The Department also acknowledges the assistance given by many teachers who reviewed the materials and provided input.

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INTRODUCTION TO FRAMEWORK

This framework is designed to provide school district personnel with guidelines for developing curricular programs based upon the needs of students in their individual school districts. It furnishes goals and objectives upon which to build a series of sequential learning experiences for use: (1) in the theatre classroom, (2) during play rehearsal/performance, and (3) in classrooms where theatre is being used as a teaching tool when a trained practitioner is available as a resource person.

TERMINOLOGY

Theatre education from early childhood through adulthood involves learning experiences which incorporate the personal development of the individual with the preparation for and participation in the making and viewing of a play. Theatre educators have identified the different types of learning experiences in many different ways. However, there is general agreement that those activities which emphasize informal, improvisational activities gauged to foster personality growth and to facilitate learning are categorized as drama. Those activitieswhich focus on the development, rehearsal, and performance of plays are categorized as play production. Theatre is considered a generic term which refers to the entire field of theatre as art form and as pedagogy.

For purposes of uniformity, this model will group the terms drama and play production, as well as such other frequently used terms as dramatics and dramatic arts, under the generic term theatre in identifying the curriculum in its entirety. Under the general and enabling objectives will be found the developmental sequencing of activities from dramatic play, to dramatic or creative drama activities, to preparation for play production.

SKILLS, ATTITUDES, UNDERSTANDING

The components for educating students in drama/theatre are:

I. Component One: Aesthetic Perception - Concept Development (Sensory perception, dramatic involvement, and responsiveness

Goal One: To develop the internal and external personal resources used in the theatre process

A. Sensory and emotional perception
B. Imagination
C. Movement
D. Language
E. Voice
F. Discipline
G. Self-concept

II. Component Two: Creative Expression - Skills Development (Independent and collaborative expression, performance and production.)

Goal Two: To create theatre through artistic collaboration.

A. Interpersonal skills/Ensemble
B. Problem-solving
C. Improvisation
D. Characterization
E. Playmaking/Playwriting
F. Directing
G. Technical elements
H. Theatre Management

III. Component Three: Drama/Theatre Heritage - Historical and Cultural. (Relating drama/theatre to self and society.)

Goal Three: To relate theatre to its social/historical context.

A. Drama/Theatre
B. Roles and careers
C. Theatre heritage

IV. Component Four: Aesthetic Valuing - Applying knowledge and Understanding. (Analyzing and Judging)

Goal Four: To form aesthetic judgments.

A. Dramatic elements
B. Theatre attendance
C. Theatre and other arts
D. Aesthetic response
E. Drama in the market place

DEVELOPMENTAL LEVELS

Each of the skills, understanding, and attitudes inherent in the theatre process can be taught developmentally. Therefore, general objectives have been established at six different developmental levels:

Level I (Kindergarten)

Level II (Grades 1-3)

Level III (Grades 4-6)

Level IV (Grades 7-8)

Level V (Grades 9-12: General)

Level VI (Grades 9-12: Specialized)

A. Acting

B. Technical Theatre

C. Theatre Production

It should be emphasized that the grade levels are suggested levels. The level at which a particular skill, attitude, or understanding is being taught will vary with the developmental states of the learners or with the sophistication of the individual school theatre program. It also should be noted that Level V is comparable to an introduction to theatre/dramatics course at the high school level, and that Level VI has been divided into three specialized areas which would be comparable to advanced courses in acting, technical theatre, and theatre production/directing. However, both Levels V and VI are built on the assumption that students have already achieved the general and enabling objectives listed in Levels I-IV.

GENERAL OBJECTIVES

General objectives have been established for each of the skills, attitudes and understanding assigned to each of the four goals. (See charts.) These objectives have been identified sequentially according to suggested level. Thus each succeeding general objective requires an increased understanding and sophistication on the part of the learner. For example, when studying theatre heritage as a part of learning to relate theatre to its social/historical context, the general objective for the learner at Level II is to develop awareness of multicultural concepts through dramatic activities. At Level VI, the general objective is to use cultural, social, and political aspects of theatre heritage to solve theatrical problems.

ENABLING OBJECTIVES

A number of enabling objectives have been identified for each of the general objectives at each of the different levels. These enabling objectives present major learner outcomes which will demonstrate achievement of the general objective at any given level. They are much more specific in content. They also may lead to possible activities as well as to means for learner evaluation.

USING THE GENERAL AND ENABLING OBJECTIVES

In order to use the general and enabling objectives to build a theatre curriculum based on individual needs, the following observations should be taken into consideration:

1. The general objectives for each of the skills, attitudes and understanding are sequential in their occurrence. Each level represents an increased understanding and sophistication in the study of theatre.

2. In designing a theatre course or curriculum, the curriculum builder should take into consideration the needs of individual students. If they had few experiences in theatre, then the curriculum as designed probably should begin with the general and enabling objectives suggested at the lower levels. The development levels, rather than the suggested grade levels, should receive the focus. Progression is the key word.

3. The enabling objectives as presented do not represent a complete list of such objectives. They represent some of the major learner outcomes, and the curriculum builder may add to that list in the process of designing the curriculum. It is also important to be aware that the enabling objectives are not listed in hierarchical order.

4. The general and enabling objectives need not necessarily be used in isolation. Indeed, in many cases a specific learning activity may aid in the achievement of a combination of goals and objectives.

5. The goals and objectives as stated can apply not only to the curricular program in theatre, but also to the extracurricular program and to those cases in which theatre is being used as a tool in another academic discipline.

ORGANIZATION OF THE GOALS AND OBJECTIVES

The goals, general and enabling objectives, and skills/attitudes/understandings have been organized in graphic form for purposes of easy reference. The sequence is as follows:

1. Statement of the component and goal with appropriate skills, attitudes, and understandings.

2. General objectives for all skills, attitudes, and understandings for the goal according to level.

3. Objectives for each of the skills, attitudes, and understandings according to level.

4. Repetition of the same procedure for each of the succeeding goals.

COMPONENT ONE: Aesthetic Perception - Concept Development

GOAL ONE: Develop Internal and External Personal Resources

SKILLS, ATTITUDES, UNDERSTANDINGS:

Sensory Perception

and Emotional Response

Imagination

Movement

Language

Voice

Discipline

Self-Concept

GOAL ONE: DEVELOP INTERNAL AND EXTERNAL PERSONAL RESOURCES

GENERAL OBJECTIVES FOR THEATRE

Developmental levels and approximate grades

Skills Attitudes Understandings	LEVEL I Kindergarten	LEVEL II Grades 1-3	LEVEL III Grades 4-6	LEVEL IV Grades 7-8
	THE LEARNER WILL:			
A. Sensory perception and emotional response	Explore sensory experiences in immediate surroundings.	Focus on details of sensory and emotional experiences	Use sensory and emotional recall to interpret experiences	Recognize individual differences in sensory perception and emotional states
B. Imagination:	Express images through dramatic play and storytelling	React to imaginary objects, environments and perceptions	Use imagination in playmaking	Use dramatic action to communicate and transform mental images
C. Movement	Use movement for creative expression	Use movement to explore thought, feeling, and role in dramatic activities	Use movement to express thought, feeling, and character	Identify and use movement techniques to express character
D. Language	Use language for personal exploration and social integration	Use language to enact and comment on personal experience	Use language to discover relationships with others through social interaction	Use language to present/represent the self in relation to others
E. Voice	Use voice as a means of self expression	Use voice to explore thought, feeeling, and role in dramatic activities	Use voice for conscious communication of thought, feeling, and character	Identify and use vocal techniques to express a variety of characterizations
F. Discipline	Demonstrate responsible behavior in dramatic activities	Demonstrate responsible behavior and self-control in dramatic activities	Demonstrate social discipline in dramatic activities	Same as previous column
G. Self-concept	Develop self-awareness and confidence in dramatic play	Act and interact in dramatic activities with full involvement	Discover self as effective in imagining, interacting and reflecting in dramaticactivities	Acknowledge similarities with and differences from others in dramatic activities

LEVEL V Grades 9-12 General	LEVEL VI Grades 9-12 Specialized Acting	Technical Theatre	Theatre Production
Expand interpretation of meaning of sensory perception as actor and viewer	Develop and use a range of emotional expression to portray complex characters	Incorporate sensory and emotional experiences into theatrical design	Produce Theatre with attention to sensory and emotional detail in content and form
Use imagination to form and express thought, feeling, and character	Use imagination in charater development	Use imagination in designing and implementing technical theatre	Use imagination in collaboration with others to produce and evaluate theatre
Apply movement techniques for charactorization in improvised and scripted activities	See previous column	Consider the aesthetic and practical requirements of movement, of design	Recognize and use movement as an integral element of theatre production
Express meaning and character through language	Use language to reveal and communicate text and subtext	Communicate understanding of technical theatre through language	Use language to reveal and communicate text and subtext
Apply vocal techniques to development of characterization in improvised and scripted activities	Synthesize vocal techniques to create characters	Design sound to clarify and enhance vocal expression of performers	Apply vocal technique to create characters in theatre productions
Develop and apply artistic discipline and theatre etiquette	Apply artistic discipline in collaboration with others	Same as previous column	Same as previous column
Improve understanding of self and others through expanding role repertoire	Develop objectivity in appraising personal abilities and creative endeavors	Develop objectivity in assessing skills and abilities in design and construction	Develop ease and objectivity as a participant in theatre productions

Skills, attitudes, understandings:

A. SENSORY PERCEPTION AND EMOTIONAL RESPONSE

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
THE LEARNER WILL:			
Explore sensory experiences in immediate surroundings	Focus on details of sensory and emotional experiences	Use sensory and emotional recall to interpret experiences	Recognize individual differences in sensory perception and emotional states
1. Explore sensory experiences	1. Use sensory details in actions of dramatic activities	1. Demonstrate sense memory in pantomime activities	1. Recognize point-of-view as a physical, psychological, and cultural position
2. React to sensory stimuli	2. Recognize and name major emotions	2. Demonstrate sensory and emotional recall in reenacting an experience	2. Recognize inner state as it affects perceptions
3. Imitate gestures and sounds	3. Recognizr the senses as a source of pleasure, pain, and information	3. Develop scenes with imaginary objects, giving attention to sense memory and emotional recall	3. Demonstrate in dramatic action how emotional attitude contributes to characterization
4. Identify the senses	4. Recognize and reflect emotions described in stories and portrayed in theatre	4. Demonstrate awareness of imaginary environments in dramatic activities	4. Become aware of a variety of reactions to disabling conditions
5. Recognize as valid own and others' emotional expression	5.Use emotional wxpression in dramatic activities and story drama	5. Apply sense memory and emotional recall in evaluating informal and formal drama	5. Demonstrate empathy in reaction to a variety of people
6. Share feelings in dramatic play	6. Respond to changes in sensory and emotional aspects of dramatic activities		
7. Recall past sensory and emotional experiences through dramatic			

LEVEL V	LEVEL VI Specialized Acting	LEVEL VI Specialized Technical Theatre	LEVEL VI Specialized Theatre Production
Expand interpretation of meaning of sensory perception as actor and viewer	Develop and use a range of emotional expression to portray complex characters	Incorporate sensory and emotional experiences into theatrical design	Produce theatre with attention to sensory and emotional detail in content and form
1. Respect that subtle emotional expressions convey meaning	1. Recognize and use shades of emotional expression	1. Discover ways to suggest season, time, and period through setting, properties, sound, lighting, make up and costume.	1. Research a scene or script with attention to sensory and emotional potential in both content and form
2. Recognize the relationship between cultural or social attitude and emotional reaction to an event	2. Experiment with characterizations that present a variety of emotional demands	2. Research and apply information about cultures in order to design and construct for theatre	2. Exchange ideas with others, listen and respond sensitively
3. Recognize relationships between resolution and character transformation	3. Demonstrate ability to draw on personal sensory and emotional recall when creating a character	3. Explore methods of expressing mood through stagecraft	3. Demonstrate awareness of aspects of season, time, period, mood, culture, character qualities, and theme
4. Demonstrate relationships with significant objects as part of a role	4. Demonstrate control in using emotional recall	4. Research a play for sensory and emotional qualities that might be expressed in staging	4. Collaborate on a unified aesthetic perception of the performance envisioned
5. Create interactive relationships in role	5. Demonstrate sensitivity to the perceptions and characterizations of other actors when building a character	5. Explore with others to develop a united design of theatre elements for a specific play	5. Demonstrate, under the pressure of production, consideration of others' perceptions and emotional states
6. Become aware of audience reaction and respond with subtle adjustments	6. Perceive and interpret the subtext of a play		6. Demonstrate sensitivity to audience response
	7. Demonstrate sensitivity to audience response		

Skill, attitudes, understandings:

B. IMAGINATION

GENERAL OBJECTIVES:			
LEVEL I	**LEVEL II**	**LEVEL III**	**LEVEL IV**
THE LEARNER WILL:			
Express images through dramatic play and story-telling	React to imaginary objects, environments, and perceptions	Use imagination in play-making	Use dramatic action to communicate and transform mental images
ENABLING OBJECTIVE			
1. Use concrete objects to represent other objects in dramatic play	1. Recreate images from memory and extend them into dramatic play	1. Move easily from one image to another	1. Use memories of past experiences in enacting improvised or written scenes
2. Store images in the memory	2. Communicate images through action, sound, and language	2. Recall past experiences	2. Transform real objects and experiences into imaginary objects
3. Imitate roles and experiences during dramatic play	3. Use imaginary objects in dramatic activities	3. Improvise dramas based on an experience	3. Use pantomime to manipulate imaginary objects
4. Feel empathy with family members and assume their roles	4. Communicate specific images individually and in groups	4. Be able to reenact the same scene/story, changing it in some way	4. React spontaneously to the unexpected in improvisation
5. Respond to imagery initiated by others	5. Impersonate behavior patterns of people in dramatic activities	5. Interact with others, accepting and using their imagery	5. Respond to and build on the ideas of others in improvisation
	6. React spontaneously to imaginary objects, environments, sounds, smells, and tastes	6. Internalize the emotions and experiences of another while maintaining own identity	6. Develop trust in one's intuition through spontaneous dramatic interaction

LEVEL V	LEVEL VI Specialized Acting	LEVEL VI Specialized Technical Theatre	LEVEL VI Specialized Theatre Production
Use imagination to form and express thought, feeling, and character	Use imagination in character development	Use imagination in designing and implementing technical theatre	Use imagination in collaboration with others to produce and evaluate theatre
1. Continue to store and use images of past experiences while enacting and reflecting upon dramatic scenes and improvisations	1. Retrieve personal memories and apply to the process of characterization	1. Retrieve personal memories and apply to shaping a theatrical environment	1. Pool personal memories and images to apply to the play
2. Respond to imaginary stimuli with appropriate action and voice	2. Adapt observations to imagined circumstances (Stanislavski)	2. Adapt observable structures to imagined settings	2. Pool images to lead from text to production
3. Practice object/character transformation	3. Use images to lead from action to belief to feeling	3. Use images to lead from conceptualization to actualization	3. Experience the excitement of sharing explicit images with an audience
4. Be able to record images/impressions orally and in writing	4. Use symbolic movements and gesture to explore characterization	4. Collaborate with others to create production images	
5. Understand thought, feeling, and character through the imaginative expression of group scenes and improvisations	5. Use visual and kinesthetic imagery to physicalize a character		
6. Offer and accept novel ideas	6. Use aural imagery to create voice quality		

Skill, attitudes, understandings:

B. IMAGINATION

GENERAL OBJECTIVES:			
LEVEL I	**LEVEL II**	**LEVEL III**	**LEVEL IV**
THE LEARNER WILL:			
Express images through dramatic play and story-telling	React to imaginary objects, environments, and perceptions	Use imagination in play-making	Use dramatic action to communicate and transform mental images
ENABLING OBJECTIVE			
1. Use concrete objects to represent other objects in dramatic play	1. Recreate images from memory and extend them into dramatic play	1. Move easily from one image to another	1. Use memories of past experiences in enacting improvised or written scenes
2. Store images in the memory	2. Communicate images through action, sound, and language	2. Recall past experiences	2. Transform real objects and experiences into imaginary objects
3. Imitate roles and experiences during dramatic play	3. Use imaginary objects in dramatic activities	3. Improvise dramas based on an experience	3. Use pantomime to manipulate imaginary objects
4. Feel empathy with family members and assume their roles	4. Communicate specific images individually and in groups	4. Be able to reenact the same scene/story, changing it in some way	4. React spontaneously to the unexpected in improvisation
5. Respond to imagery initiated by others	5. Impersonate behavior patterns of people in dramatic activities	5. Interact with others, accepting and using their imagery	5. Respond to and build on the ideas of others in improvisation
	6. React spontaneously to imaginary objects, environments, sounds, smells, and tastes	6. Internalize the emotions and experiences of another while maintaining own identity	6. Develop trust in one's intuition through spontaneous dramatic interaction

LEVEL V	LEVEL VI Specialized Acting	Technical Theatre	Theatre Production
Apply movement techniques for characterization in improvised and scripted activities	Apply movement techniques for characterization in improvised and scripted activities	Consider the aesthetic and practical requirements of movement in design	Recognize and use movement as an integral element of theatre production
1. Practice physical warmups to develop relaxation, centering, body coordination, and flexibility	1. Develop and execute a routine of warmup exercises in preparation for performance	1. Recognize movement needs of performers in designing floor plans, costumes, and properties	1. Analyze text for historical, environment, physical, and emotional basis for character movement
2. Make use of energy and space concepts in ensemble work	2. Develop the movement qualities and patterns for a specified character	2. Recognize available storage space and scene shift demands in designing settings and properties	2. Select and perfect through rehearsal the movement qualities of a given character
3. Analyze texts and select physical attributes and movemeat qualities of characters	3. Execute stage business appropriate to character and given circumstances	3. Recognize safety and practical needs of back stage movement	3. Use hand props and relate physically to set props in keeping with a given character
4. Execute a score of actions to achieve a character's objective	4. Analyze text for historical, environmental, physical, and emotional basis for character movement	4. Plan a scenery and property shift to meet practical, noise, and time limitations	4. Contribute to the stagecomposition and orchestration of action established by the director
	5. Explore posture, movement, and dance of different historical periods	5. Execute a scenery and property shift as a fluid, integrated action.	

Skill, attitudes, understandings:
D. LANGUAGE

GENERAL OBJECTIVES			
LEVEL I	LEVEL II	LEVEL III	LEVEL IV
THE LEARNER WILL:			
Use language for personal exploration and social interaction	Use language to enact and comment on personal experience	Use language to discover relationships with others through social interaction	Use language to present/ represent the self in relation to others
ENABLING OBJECTIVES			
1. Listen to stories and directions	1. Take turns as speaker and listener	1. Interact spontaneously and flexibly with others in discussion and enactment	1. Extemporize dialogue governed by setting, situation, and character in a collaborative fashion
2. Give sound and speech in inanimate objects and fantasy characters	2. Describe personal experiences in some detail	2. Make inferences about the physical and emotional states of others	2. Experiment with word selection and linguistic registers (formal to informal)
3. Imitate voices and language of real people in dramatic play	3. Contribute verbally to the planning of dramatic activities	3. Experience and express empathy for a variety of people and human conditions	3. Link verbal and nonverbal aspects of communication to the motives of the role
4. Use monologue and dialogue	4. Interact with others in a variety of roles	4. Use and understand spoken language appropriate to the context of a group improvised scene	4. Engage in divergent and metaphoric thinking
5. Use "I" to identify self as separate from environment	5. Imitate vocal tone, posture, and gesture of people in dramatic activities	5. Make inferences about characters by type of language used 6. Develop ability to evoke word images and think metaphorically and by association	5. Evaluate dramatic activities according to established criteria

LEVEL V	LEVEL VI Specialized Acting	LEVEL VI Specialized Technical Theatre	LEVEL VI Specialized Theatre Production
Express meaning and character through language	Use language to reveal and communicate text and subtext	Communicate understanding of technical theatre through language	Use language to reveal and communicate text and subtext
1. Explore how language affects perception and thought	1. Discover the importance of rhythm of language in theatrical production	1. Learn correct technical theatre language	1. Discover the importance of rhythm of language in theatrical production
2. Incorporate the point of view, attitudes, and ideas of others into a personal frame of reference	2. Use interpolation and extrapolation in the reading and interpretation of dramatic texts	2. Use the language of technical theatre correctly during crews, rehearsal, and performance situations.	2. Use interpolation and extrapolation in the reading and interpretation of dramatic texts
3. Discover the connotative/denotative meanings of language in the dramatic text	3. Recognize language as an instrument of logical reasoning and symbolic representation of experience (sensory, social, and environmental)	3. Use the language of technical theatre correctly during planning, production meetings, and construction of scenery, costumes, lights, etc.	3. Recognize language as an instrument of logical reasoning and symbolic representation of experience (sensory, social, and environmental)
4. Extemporize dialogue governed by setting, situation, and character in a collaborative fashion	4. Extemprize dialogue governed by setting, situation, and character in a collaborative fashion		4. Extemporize dialogue governed by setting, situation, and character in a collaborative fashion
5. Express abstract ideas and concepts about theatre in a clear and coherent manner	5. Develop skill in the use of linguistic and paralinguistic aspects of language (vocal tone, timing, stress, posture, gesture, facial expression, body positions, etc.)		5. Develop skill in the use of linguistic and paralinguistic aspects of language (vocal tone, timing, stress, posture, gesture, facial expression, body positions, etc.)

Skill, attitudes, understandings:

E. VOICE

GENERAL OBJECTIVE			
LEVEL I	LEVEL II	LEVEL III	LEVEL IV
THE LEARNER WILL:			
Use voice as a means of self-expression	Use voice to explore thought, feeling, and role in dramatic activities	Use voice for conscious communication of thought, feeling, and character	Identify and use vocal techniques to express a variety of characterizations
ENABLING OBJECTIVE			
1. Demonstrate a sensory awareness of various sounds including vocalization	1. Explore new ways of breathing and making sounds	1. Speak clearly and expressively through appropriate articulation, pronunciation, volume, rate, intonation, and oral phrasing	1. Demonstrate verbal adaptability and vocal expressiveness in the development of a variety of characterizations
2. Imitate sounds and sound combinations as a means of self-expression	2. Demonstrate increased use of language sounds to express mood, feeling, and emotion	2. Use variation in pitch, stress, and tempo to convey mood and characterization in improvised drama	2. Deliver memorized lines and/or read aloud from a script with sufficient volume, vocal variety, and clarity
3. Discriminate among and imitate sounds of animals, machines, and nature	3. Demonstrate vocal flexibility and variety in spontaneous drama	3. Demonstrate conscious imitation of voice and speech patterns	3. Identify vocal qualities, mannerisms, patterns of misarticulation, and habitual inflection problems
4. Begin to use acquired language sounds to express mood, feeling, and emotion in dramatic play	4. Demonstrate clear articulation and correct pronunciation in conversation and dramatic play	4. Use sensory stimuli as a strategy to create oral interpretation of a character	4. Become aware of components of the voice mechanism
	5. Select volume appropriate to setting and occasion		5. Become aware that vocal training is related to relaxation, breathing, and body posture
	6. Experiment with voice and sound in communicating a role during dramatic activities		6. Recognize and deal with "break in voice" and attendant voice self-consciousness

LEVEL V	LEVEL VI Specialized Acting	LEVEL VI Specialized Technical Theatre	LEVEL VI Specialized Theatre Production
Apply vocal techniques to development of characterization in improvised and scripted theatre	Synthesize vocal techniques to create characters	Design sound to clarify and enhance vocal expression of performers	Apply vocal techniques to create characters in theatre productions
1. Speak clearly and expressively through appropriate articulation, pronunciation, volume/stress, rate/pause, pitch inflection, and intonation both as student and as character	1. Demonstrate a working knowledge and application of the terminology of voice production	1. Consider acoustical potential and problems of available performance spaces	1. Speak clearly and expressively through appropriate articulation, pronunciation, volume/stress, rate/pause, pitch inflection, and intonation
2. Use understanding of vocal mechanism to project voice audibly, clearly, and without strain in various performance settings	2. Demonstrate familiarity with and ability to use selected foreign dialects and American regionalisms	2. Assess needs of performers for vocal amplification	2. Convey complex mood and characterization through expressive use of voice
3. Use a blend of vocal and physical expression to create interpretation of character	3. Distinguish between voice used in life situations and voice used in performance situations (stage diction)	3. Discover how to modify vocal sounds using sound equipment.	3. Use a blend of vocal and physical expressions to project character interpretation
4. Become aware of the extent to which vocal expression is shaped by culture, regional dialect, peer group pressure, technological change, and public example	4. Evaluate strengths and weaknesses of own voice and develop systematic program for maintenance and improvement	4. Assess consequences of vocal amplification.	4. Interrelate vocal skills with other actors as a means of achieving ensemble performance
	5. Interrelate own vocal skills with other actors as one means of achieving ensemble performance		

Skill, attitudes, understandings:

F. DISCIPLINE

GENERAL OBJECTIVES			
LEVEL I	LEVEL II	LEVEL III	LEVEL IV
THE LEARNER WILL:			
Demonstrate responsible behavior and self-control in dramatic play	Demonstrate responsible behavior and self-control in dramatic activities	Demonstrate social discipline in dramatic activities	Demonstrate social discipline in dramatic activities
ENABLING OBJECTIVES			
1. Attend and respond to directions	1. Obey rules of participation	1. Suggest ways of resolving conflicts	1. Demonstrate the ability to lead and follow
2. Participate cooperatively	2. Demonstrate patience with others' ideas and respect for others' feelings	2. Demonstrate respect for decisions about problem solution and joint creation	2. Produce work on time
3. Demonstrate respect for other's need for attention	3. Complete projects	3. Volunteer for many and varied activities	3. Be able to modify plans to solve problems or to respond to criticism
4. Demonstrate respect for others' space	4. Extend attention span	4. Interact appropriately with other participants in dramatic activity	4. Expand audience etiquette skills
5. Demonstrate respect for others' need for attention	5. Be able to memorize brief lines and deliver on cue and in sequence	5. Focus on dramatic action on stage	5. Demonstrate awareness of social norms
6. Recognize difference between acceptable and unacceptable		6. Develop audience etiquette skills	6. Learn and rehearse short scenes and plays

LEVEL V	LEVEL VI Specialized Acting	LEVEL VI Specialized Technical Theatre	LEVEL VI Specialized Theatre Production
Develop and apply artistic discipline and theatre etiquette	Apply artistic discipline in collaboration with others	Apply artistic discipline in collaboration with others	Apply artistic discipline in collaboration with others
1. Prepare beforehand	1. Rehearse alone and with others without supervision	1. Discover through cooperative projects that theatrical experience, like other collaborative arts forms, requires respect for sensitivity to and cooperation with others	1. Discover through collaborative activity that professional etiquette protects all concerned
2. Respect the working methods of others	2. Maintain artistic energy in rehearsal and performance	2. Perform assigned tasks completely and on time	2. Discover through collaborative activity that the development of artistic and social discipline permits trust among collaborators and for audiences
3. Respond appropriately to supervisors	3. Explore the idea that theatre, like all arts forms, requires the discipline of craft	3. Accept direction	3. Discover through collaborative activity that the development of artistic and social discipline leads to quality of expression
4. Contribute ideas in appropriate ways	4. Explore the idea that the development of artistic and social discipline leads to creative and performing freedom	4. Accept leadership responsibilities	4. Support others in their artistic efforts and contributions
5. Accept final directorial decisions	5. Accept direction	5. Accept role of technician in the hierarchal decision-making production model	5. Strive for the integrity of individual and group performance
6. Discover the personal and artistic discipline required by various theatrical careers	6. Accept role of actor in hierarchial decision-making production model	6. Perform tasks in line with established safety regulations	6. Maintain established safety regulations
7. Participate comfortably in a variety of audience/actor situations	7. Observe proper protocol for handling properties, scenery,	7. Observe proper protocol for handling, setting, striking, and staring scenery, properties, etc.	

Skill, attitudes, understandings:

G. SELF-CONCEPT

GENERAL OBJECTIVES			
LEVEL I	LEVEL II	LEVEL III	LEVEL IV
THE LEARNER WILL:			
Develop self-awareness and confidence in dramatic play	Act and interact in dramatic activities with full involvement	Discover self as effective in imagining, interacting, and reflecting in dramatic activities	Acknowledge similarities with and differences from others in dramatic activities
ENABLING OBJECTIVES			
1. Willingly participate in dramatic experiences	1. Enter dramatic activities taking a variety of roles	1. Offer and accept the ideas of others in planning, enacting, and evaluating drama activities	1. Expand role repertoire through dramatic activities in order to clarify personal identity
2. Interact with others, listening and responding	2. Express ideas and feelings in dramatic activities	2. React to feelings of self and others in dramatic activities	2. Distinguish between the student playing a role and the role being played
3. Accept the ideas of others	3. Recognize and accept differences of opinion	3. Take risks in dramatic activities	3. Use dramatic activities to seek physical, social, and emotional identity
4. Show pride in achievement of goals in dramatic play	4. Begin to see differences between self and the role being played	4. Set standards for self in dramatic activities	4. Accept physical and emotional changes as they affect participation in dramatic activities
5. Discover self as expressive, physically and vocally	5. Express a sense of humor	5. Examine and compare own attitudes, values, and belief systems as part of participation in dramatic activities	5. Test and question own attitudes, values, and belief systems while participating in dramatic activities
	6. Demonstrate acceptance of role and feeling of accomplishment in dramatic activities		

LEVEL V

Improve understanding of self and others by expanding role repertoire

1. Expand role repetoire through dramatic activities in order to clarify personal identity

2. Accept physical and emotional changes as they affect participation in dramatic activities

3. Distinguish between the student playing a role and the role being played

4. Use tendency to day dream as a source of creativity and validation of the self

5. Use theatre heritage and theatre experiences as a means to self evaluate philosophical, ethical, and religious concerns

6. Be aware of the range of characters present in the theatre

7. Be aware of the processes by which roles and responsibilities are assigned in theatre productions

LEVEL VI Specialized Acting

Develop objectivity in appraising personal abilities and creative endeavors

1. Develop a realistic concept of own character range

2. Be aware of the effects of physical appearance upon others, both as an individual and as a character

3. Accept the results of competition which may arise during the auditioning for roles in a play

4. Listen to and support fellow actors

5. Enjoy audience response and use it to guide/improve performance

LEVEL VI Specialized Technical Theatre

Develop objectivity in assessing skills and abilities in design and construction

1. Find satisfaction in collaboration on theatrical projects

2. Willingly correct or change work to suit the agreed upon design

3. Accept results of competition which may arise during assignment of technical responsibilities

4. Be aware of the effects of physical limitation upon others as an individual and as a member of a crew

5. Develop appropriate pride in acquired technical skill and knowledge

6. Use acquired technical skills and knowledge to assist/support others.

LEVEL VI Specialized Theatre Production

Develop ease and objectivity as a participant in theatre productions

1. Recognize one's contribution to a production as valuable

2. Accept praise and criticism and use the information to improve work

3. Enjoy collaboration in a theatre production

4. Set personal and group goals and strive to meet them

COMPONENT TWO: Creative Expression - Skills Development

GOAL TWO: Create Theatre Through Artistic Collaboration

SKILLS, ATTITUDES, UNDERSTANDINGS:

Interpersonal/Group Skills

Problem Solving

Improvisation

Characterization

Playmaking/Playwriting

Directing

Technical Elements

Theatre Management

GOAL TWO: CREATE THEATRE THROUGH ARTISTIC COLLABORATION

GENERAL OBJECTIVES FOR THEATRE

Developmental levels and approimate grades				
Skills Attitudes Understandings	LEVEL I Kindergarten	LEVEL II Grades 1-3	LEVEL III Grades 4-6	LEVEL IV Grades 7-8
THE LEARNER WILL:				
A. Interpersonal Group/Skills	Respond appropriately to feelings perceived through dramatic interaction	Respond appropriately to feelings perceived through dramatic interaction	Apply acquired interpersonal skills to theatre related activities	Balance personal needs with social responsibilities and requirements of the dramatic situation
B. Problem-solving	Recognize that people in stories and life have problems	Explore the concept of problem and resolution in a dramatic context.	Devise alternative resolutions in a dramatic context	Explore consequences and implications of alternative resolutions to problems through enactment
C. Improvisation	Participate in dramatic play	Participate in improvised dramatic activities	Participate in improvised dramatic activities	Participate in creative drama and improvisational scenes
D. Characterization	Assume roles through imitation	Explore a variety of roles in life and fantasy situations	Explore a variety of characters in life and fantasy situations	Incorporate physical, emotional, and social dimensions of characters in scenes
E. Playmaking/Playwriting	Imitate life experiences and imaginary scenes in dramatic play	Apply observations of life and story elements in dramatic activities	Participate in playmaking; focusing on the development and resolution of dramatic problems	Write and perform scenes using dramatic form
F. Directing				Recognize the presence, role, functions of the director
G. Technical elements	Recognize selected aspects of the environment during dramatic play	Recognize technical theatre elements used in dramatic activities	Explore the effect of selected elements of technical theatre in dramatic activities	Select elements of technical theatre to enhance dramatic situations
H. Theatre management				

LEVEL V Grade 9-12 General	LEVEL VI Grades 9-12 Specialized Acting	Specialized Technical Theatre	Specialized Theatre Production
Become aware of the need for ensemble in theatre	Strive for ensemble in rehearsal and performance	Strive for ensemble in technical production	Strive for ensemble in theatre production
Explore resolutions to dramatic problems and evaluate consequences and implications	Explore resolutions to dramatic problems and evaluate consequences and implications	Explore technical theatre as creative problem solving	Explore theatre production as creative problem solving
Participate in creative drama and improvisational scenes	Use improvisation in rehearsals and unscripted theatre	Use improvisation in technical theatre	Use improvisation in rehearsals and unscripted theatres
Develop and use skill of analysis in creating characters	Develop and use skill of character analysis in creating roles in the scenes and productions	Use technical theatre to enhance characterization	Create multidimensional characters in theatre production
Write and perform scenes/short plays integrating content and form	Collaborate in the development of original dramatic pieces	Contribute to original dramatic pieces	Collaborate in writing and producing original scripts
Understand the role and responsibilities of the director	Comprehend and respond to the directing process	Comprehend and respond to the directing process	Respond to and/or use the directing process
Recognize the contributions of technical elements in creating theatrical effects	Understand and respond to elements of technical theatre as they affect the actor	Understand and use processes, techniques, and materials of technical theatre	Collaborate in creating and executing technical elements of theatre production
Recognize the functions of management in theatre production	Understand the relationship of management to theatre production	Understand relationship of management to design and technical functions	Perform management functions for theatre production

A. INTERPERSONAL/GROUP SKILLS

GENERAL OBJECTIVES			
LEVEL I	LEVEL II	LEVEL III	LEVEL IV
THE LEARNER WILL			
Respond appropriately to feelings perceived through dramatic interactions	Respond appropriately to feelings perceived through dramatic interactions	Apply acquired interpersonal skills to theatre-related activities	Balance personal needs with social responsibilities and requirements of the dramatic situation
ENABLING OBJECTIVES			
1. Demonstrate ability to show thoughts and feelings through conversations with others in a variety of settings	1. Begin to use dramatic impersonation of people	1. Demonstrate awareness of need to deal with competition and conflict	1. Share perceptions of self with others during dramatic activities
2. Demonstrate understanding of oral messages received	2. Interact through non-realistic impersonation of people	2. Interact freely in more complex conversations, group drama activities, and class discussions	2. Freely express and deal with emotions as person and as character
3. Gain attention in socially acceptable ways	3. Experience both leader and follower roles in group drama activities	3. Experience leading a group in drama activities	3. Constructively deal with competition and conflict as person and as character
4. Recognize another's needs that are different from one's own	4. Give attention to performances for increasing periods of time	4. Take the roles of other people in group drama activities	4. Accept group decisions in theatre activities
5. Feel empathy with family members and assume their roles	5. Develop concept of own identity in various life roles and situations	5. Demonstrate genuine feelings for the roles of others	5. Voluntarily assume leadership roles in dramatic activities
6. Respond emphatically when experiencing strong emotions		6. Mentally act out the emotions and experiences of another person while maintaining personal identity	6. Experience cross-cultural and cross generational patterns of interaction 7. Become aware of the need for ensemble playing in rehearsal and performance

LEVEL V	LEVEL VI Specialized Acting	Specialized Technical Theatre	Specialized Theatre Production
Become aware of the need for ensemble in theatre	Strive for ensemble in rehearsal and performance	Strive for ensemble in technical production	Strive for ensemble in theatre production
1. Examine and attempt to manage own emotions both as person and as character	1. Examine and attempt to manage own emotions both as actor and as character	1. Examine and attempt to manage own emotions	1. Examine and attempt to manage own emotions during production preparation and performance
2. Accept and adjust to the creative ideas of other theatre participants	2. Recreate a variety of role behaviors and feelings	2. Identify ways to improve own interpersonal relationships through self evaluation	2. Accept and adjust to the creative ideas of other theatre participants
3. Identify ways to improve own interpersonal relationships through self-examination as person/performer	3. Identify ways to improve own interpersonal relationships through self-examination as person/performer	3. Identify and resolve conflict situations effectively	3. Identify ways to improve own interpersonal relationships through self examination
4. Participate in a variety of public performances as an audience member	4. Recognize how trust affects actor communication	4. Express ideas and opinions concerning planning and evaluating of technical elements	4. Recognize how trust affects communication in theatre
5. Examine interpersonal relationships among characters in dramatic literature	5. Participate in a variety of public performances both as a performer and as audience member	5. Accept and adjust to the creative ideas of other theatre participants	5. Identify and resolve conflict situations effectively during production preparation and performance
	6. Demonstrate skills in human interaction through careful adoption of selected roles	6. Recognize how trust affects communication in technical production.	6. Express ideas and opinions concerning planning, performing, and evaluating of theatre activities
	7. Strive for ensemble playing in both rehearsal and in performance	7. Assess potential technical solutions objectively.	7. Seek actively to effect ensemble playing in rehearsal and performance

B. PROBLEM SOLVING

GENERAL OBJECTIVES			
LEVEL I	LEVEL II	LEVEL III	LEVEL IV
THE LEARNER WILL:			
Recognize that people in stories and life have problems	Explore the concept of problem and resolution in a dramatic context	Devise alternative resolutions to problems in a dramatic context	Explore consequences and implications of alternative resolutions to problems through enactment
ENABLING OBJECTIVES			
1. Recognize simple problems of characters in stories and situations	1. Identify problems and resolutions in stories and situations	1. State or restate problems of stories and situations	1. Enact the consequences of a character's or group's decisions
2. Identify how characters attempt to solve/resolve problems in stories and situations	2. Identify or imagine the cause(s) of problems in real life or fantasy situations	2. Analyze problems considering cause and effect	2. Test feasibility of alternative solutions via improvisation
3. Enact real life and fantasy problem situations and resolutions	3. Interact with others in enacting real life or fantasy problems and resolutions	3. Use improvisation in group problem-solving	3. Explore implications of actions and decisions of fictional characters
4. Recognize that people in stories and life have problems that can be solved	4. Reflect on the consequences of character's decisions and actions 5. Relate dramatic problems to ones's own life	4. Invent alternative resolutions to dramatic problems	4. Invent logical and believable alternative solutions to fictional or real life problems through enactment

LEVEL V	LEVEL VI Specialized Acting	Specialized Technical Theatre	Specialized Theatre Production
Explore resolutions to dramatic problems and evaluate consequences and implications	Explore resolutions to dramatic problems and evaluate consequences and implications	Explore technical theatre as creative problem-solving	Explore theatre production as creative problem solving
1. Use improvisations as a method for solving dramatic problems	1. Explore ways of incorporating one's own personal resources into character development by investigating real people and fictional characters in order to solve problems of characterization	1. Develop and use criteria by which to evaluate technical theatre	1. Develop and use criteria by which to evaluate problem-solving process in a production
2. Develop and use criteria by which to evaluate the effectiveness of a character	2. Consider the dramatic problem in the text in light of character perceptions and motivations	2. Develop and use criteria by which to evaluate the consequences of decisions made and actions taken in the design process	2. Develop and use criteria by which to evaluate the consequences of decisions made and taken in the production process
3. Develop intuitive, analytical, and reflective methods of problem solving for practical and artistic problems	3. Compare dramatic problems to problems of real life	3. Use play production to identify and compare various solutions to design and technical problems	3. Use play production to identify and compare various approache in problem-solving in dramatic literature
4. Compare problems and resolutions in dramatic literature and life		4. Identify one's own resources and offer them to help solve technical problems	4. Identify one's own resources and offer them to help solve production problems
5. Explore a variety of solutions to practical problems in pay productions			5. Use skills of listening, observing, researching, coordinating, evaluation, initiating, inventing, construction or acting to solve production problems
6. Develop attitudes, methods, and evaluation criteria to use with classroom drama and production work in order to deal with problems as they arise			
7. Perform in a variety of modes and settings before a variety of audiences			

C. IMPROVISATION

GENERAL OBJECTIVES			
LEVEL I	LEVEL II	LEVEL III	LEVEL IV
THE LEARNER WILL:			
Participate in dramatic play	Participate in improvised dramatic activities	Participate in improvised dramatic activities	Participate in creative drama and improvisational scenes
ENABLING OBJECTIVES			
1. Imitate a model	1. Respond spontaneously to stimuli such as narrative, music, and lights	1. Improvise to explore meaning	1. Demonstrate attitude changes and various viewpoints through role playing
2. Demonstrate transformation of objects, self, and others	2. Improvise action and dialogue in group scenes	2. Improvise dialogue to communicate character	2. Confront various personal behaviors through role playing and role reversal
3. Adapt the form and flow of dramatic play to a structure with beginning, middle, and end	3. Demonstrate a variety of ways to play an idea	3. Improvise to interpret given circumstances	3. Participate in a series of group transformations
4. Explore feeling in dramatic play	4. Improvise scenes from stories and life experiences using beginning, middle, and end	4. Choose solutions to problems by playing alternate endings	4. Respond to side coaching
5. Explore environments in dramatic play	5. Build scenes in terms of who, what, and where	5. Develop and present creative dramatization based on a story or life experience	5. Apply performance techniques in an improvisational theatre production
		6. Participate in a variety of theatre games	

LEVEL V	LEVEL VI Specialized Acting	LEVEL VI Specialized Technical Theatre	LEVEL VI Specialized Theatre Production
Participate in creative drama and improvisational scenes	Use improvisation in rehearsals and unscripted theatre	Use improvisation in technical theatre	Use improvisation in rehearsals and unscripted theatre
1. Use improvisation as an approach to scripted material	1. Explore subtext through improvisation	1. Use improvisation as a method of problem-solving in technical theatre	1. Apply improvisational techniques in rehearsal
2. Improvise within a defined style, applying knowledge of body position, vocal clarity, and subtext	2. Sustain character in improvisation	2. Improvise changes in scenery, costume, lighting and sound during the course of an unscripted performance	2. Demonstrate understanding of subtext through improvisation
3. Take risks in improvisation	3. Maintain spontaneity inperformance	3. Adapt technical elements to accommodate unexpected events during a production	3. Adapt to unexpected events during a production
4. Recognize the role of the audience in improvisation	4. Listen and respond to other participants without using cliches		4. Use ritual as a framework or unifying element in an improvisational production
	5. Demonstrate knowledge and control of improvisational techniques in an unscripted performance based on suggestions from the audience		5. Demonstrate some use of the metaphor in improvisation

D. CHARACTERIZATION:

GENERAL OBJECTIVES			
LEVEL I	LEVEL II	LEVEL III	LEVEL IV
THE LEARNER WILL:			
Assume roles through imitation	Explore a variety of roles in life and fantasy situations	Explore a variety of characters in life and fantasy situations	Incorporate physical, emotional, and social dimensions of characters in scenes
ENABLING OBJECTIVES			
1. Try out a variety of roles in dramatic play	1. Differentiate a variety of animals and people through sounds and movement	1. Observe and develop skill in portraying physical attributes of characters	1. Communicate physical appearance and social role of characters
2. Respond with sounds and actions to songs, finger games, and stories	2. Express occupational roles through movement	2. Explore attitudes and values as part of characterization	2. Respond to imagined environments and given situations in character
3. Use scarves and costumes to suggest roles	3. Use props and costume to express a character in a story	3. Explore relationships between and among characters	3. Identify or imagine the objective of a character in a given scene
4. Imitate the movement of animals of different sizes, shapes, and movement qualities	4. Translate verbal images of abstract and fantasy characters into physical action and sound	4. Use language appropriate for given characters	4. Improvise language and action appropriate to a character's objectives and situations
	5. Explore feelings and temperament as a part of characterization		5. Discover or imagine a character's motivation for action
			6. Begin to create a three-dimensional character

LEVEL V

Develop and use skill of analysis in creating characters

1. Improvise language and actions appropriate to a character's objectives and situations

2. Analyze text for the physical, social and psychological dimensions of a character

3. Determine a character's function and relationships with others in a script

4. Determine main and immediate objectives, actions, and obstacles of a given character

5. Interpret dialogue using the appropriate vocal qualities and techniques

LEVEL VI Specialized Acting

Develop and use skill of character analysis in creating roles in scenes and productions

1. Analyze text for the physical, social, and psychological dimensions of characters

2. Determine a character's function and relationships with others in the script

3. Determine main and immediate objectives, actions, and obstacles of a given character

4. Use observation and emotional memory in creating character

5. Interpret character using appropriate physical and vocal qualities

6. Become aware of various theories and methods of acting

7. Recognize relationship between stage configuration, script requirements, and acting styles in different historical periods

LEVEL VI Specialized Technical Theatre

Use technical theatre to enhance characterization

1. Analyze text for the physical, social and psychological dimensions of characters as a basis for design

2. Design and/or create scenery, costumes and props appropriate to given characters

LEVEL VI Specialized Theatre Production

Create multidimensional characters in theatre production

1. Analyze text for the physical, social, and psychological dimensions of characters

2. Determine a character's functions and relationships with others in script

3. Determine main and immediate objectives, actions, and obstacles of a given character

4. Use observation and emotional memory in creating character

5. Interpret character using appropriate physical and vocal qualities

6. Design and create scenery, costumes, and props appropriate to given characters

7. Produce theatre in a variety of modes and styles

E. PLAYMAKING/PLAYWRITING

GENERAL OBJECTIVE			
LEVEL I	LEVEL II	LEVEL III	LEVEL IV
THE LEARNER WILL:			
Imitate life experiences and imaginary scenes in dramatic play	Apply observations of life and story elements in dramatic activities	Participate in playmaking, focusing on the development and resolution of dramatic problems	Write and perform scenes using dramatic form
ENABLING OBJECTIVE			
1. Participate in unstructured and structured dramatic exploration	1. Participate in unstructured and structured dramatic exploration	1. Identify logical connection of events in plots by noting cause and effect in specific situations	1. Recognize unique formal characteristics of the dramatic script including (a) identification of speakers; (b) absence of narrative description, summary, internal views, and thought processes; (c) stage direction describing use of theatrical elements
2. Create brief stories and tell and enact them	2. Use story as a basis for playmaking activity	2. Use logical connection of events in plots to find and enact cause and effect	2. Write and perform dialogue which imitates real conversation
3. Demonstrate observations of people, places, and things	3. Apply concepts of beginning and ending to stories and story dramatization	3. Predict probable plot resolutions	3. Convert material from the narrative mode to the dramatic mode
4. Use imagination in role portrayal	4. Dramatize scenes observed in familiar places and during special events	4. Suggest alternative courses of action and predict probable results	4. Write and perform dialogue which reveals character motivation
	5. Dramatize conflicts between people in various relationships	5. Be able to distinguish differences among characters, actors, and public figures in live theatre and television	5. Write and perform a scene in which dialogue is used to advance action 6. Write and perform a scene in which dialogue is used to provide exposition 7. Write and perform scenes for television series using existing characters

LEVEL V	LEVEL VI Specialized Acting	LEVEL VI Specialized Technical Theatre	LEVEL VI Specialized Theatre Production
Write and perform scenes/short plays integrating content and form	Collaborate in the development of original dramatic pieces	Contribute to original dramatic pieces	Collaborate in writing and producing original scripts
1. Understand the role of the playwright as collaborating artist with the directors, actors, and designers	1. Read plays, exploring relationships between people	1. Contribute to original playwriting with design ideas and renditions	1. Contribute to original playwriting as playwright or participant
2. Recognize and experiment with the contrasting conventions of theatre, film, radio, and television	2. Explore use of metaphors, themes and moods in scripts	2. Participate in production of original playscripts using technical aspects to express content and form	2. Analyze a production's realization of the form and content of a script
3. Write, perform, and evaluate plots for plays based on spinoffs from existing scripts, plots, myths, stories, news events, and life	3. Write and perform dialogue with attention to subtext	3. Recognize and experiment with traditional and stylized design elements	
4. Create ideas for new plots and develop, perform and evaluate them as appropriate	4. Collaborate in playwriting with attention to character motivation, dramatic problem, complication, climax, and resolution		
5. Collaborate in the development of original dramatic pieces and/or write and perform monologues, scenes, or short plays developing character, human interaction, conflict, and resolution	5. Make explicit through acting the subtext of characterization		

F. DIRECTING

GENERAL OBJECTIVE

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
THE LEARNER WILL:			
			Recognize the presence, role, and functions of the director
ENABLING OBJECTIVES			
			1. Recognize the role of the director as a collaborating artist with the playwright, actors, and designers
			2. Recognize the role of the director as primary interpreter of the script
			3. Recognize the role of the director as creator of the stage movement and action
			4. Recognize the role of the director as creative problem solver/decision maker for the production

LEVEL V	LEVEL VI Specialized Acting	LEVEL VI Specialized Technical Theatre	LEVEL VI Specialized Theatre Production
Understand the role and responsibilities of the director	Comprehend and respond to the directing process	Comprehend and respond to the directing process	Respond to and/or use the directing process
1. Understand the role of the director as a maker of creative choices	1. Clarify through working relationships the creative choices that are the responsibility of the director as distinct from the creative choices that are the responsibility of the actor	1. Clarify through working relationships the creative choices that are the responsibility of the director as distinct from the creative choices that are the responsibility of the designers and technicians	1. Discover through working relationships the creative choices that are the responsibility of the director as distinct from the responsibility of the other collaborating artists
2. Understand the role of the director as unifying force	2. Clarify through working relationships the creative choices that are the shared responsibility of the director and actor	2. Clarify through working relationships the creative choices that are the shared responsibility of the director and designers and technicians	2. Discover through working relationships the creative choices that are the shared responsibility of the director and other collaborating artists
3. Understand the role of the director as theatre educator		3. Understand the hierarchical structure of responsibility intechnical theatre	3. Create a work of theatre in collaboration with other artists respecting the role of the director
4. Recognize the director's responsibility to the script			
5. Recognize the director's responsibility to the actors			
6. Recognize the director's responsibility to designers and technicians			
7. Recognize the director's responsibility to the audience			

G. TECHNICAL ELEMENTS

GENERAL OBJECTIVE			
LEVEL I	LEVEL II	LEVEL III	LEVEL IV
THE LEARNER WILL:			
Recognize selected aspects of the environment during dramatic play	Recognize technical theatre elements used in dramatic activities	Explore the effect of selected elements of technical theatre in dramatic activities	Select elements of technical theatre to enhance dramatic situations
ENABLING OBJECTIVES			
1. Distinguish between a playing space and an audience space	1. Realize that different dramatic activities require different environments	1. Alter playing space to create suitable environments for dramatic activities	1. Select specific scenic elements to represent a visual environment
2. Become aware of the use of objects for specific purposes	2. Recognize that objects may be adapted to represent other objects	2. Adapt available materials to make simple properties	2. Select and use properties suitable to character and situation
3. Discover light and shade and color in nature	3. Recognize how the intensity and color of light can create different environments	3. Alter available natural and artificial light sources to create appropriate environments for dramatic activities	3. Use available stage lighting instruments to focus attention and establish mood
4. Identify the source of environmental sounds	4. Recognize that a specific sound can be associated with different sources	4. Make sound effects for dramatic activities	4. Select and use sound effects and music to clarify plot and enhance mood
5. Become aware of different types of clothing people wear	5. Identify recognizable character types through costumes	5. Use available clothing and fabric to serve as costumes in dramatic activities	5. Select and use costumes suitable to character and situation
6. Become aware of facial features and expressions	6. Comprehend that makeup can change facial features	6. Use minimal makeup to alter facial features	6. Select and use makeup to suggest character

LEVEL V	LEVEL VI Specialized Acting	LEVEL VI Specialized Technical Theatre	LEVEL VI Specialized Theatre Production
Recognize the contributions of technical elements in creating theatrical effects	Understand and respond to elements of technical theatre as they affect the actor	Understand and use processes, techniques, and materials of technical theatre	Collaborate in creating and executing technical elements of a production
1. Identify the process of scenic design, construction, and operation in theatrical production	1. Use scenery to convey the illusion of a character's environment	1. Design and construct scenery suitable to production concept	1. Design, construct, and operate scenery for a production
2. Identify the process of property design, construction, and acquisition in theatrical production	2. Use properties to reinforce character and convey emotion	2. Design and construct stage and hand properties suitable to production concept	2. Locate/construct, organize, and maintain properties for a production
3. Identify the process of lighting design and operation in theatrical production	3. Use the lighting design to maintain audience focus and enhance mood.	3. Design and execute a light plot suitable to production concept	3. Design, mount, and control lighting for a production
4. Identify the process of sound design and operation in theatrical production	4. Use sound effects and music as character motivation	4. Select and record sound effects and music suitable to production concept	4. Select, record, and control sound effects and music for a production
5. Identify the process of costume design, construction, and acquisition in theatrical production	5. Use costumes to convey physical and psychological qualities of a character	5. Design and construct costumes that state character and accommodate actor needs	5. Develop a plot and design and construct/alter costumes for a production
6. Identify the process of makeup design and application in theatrical production	6. Use makeup to convey physical characteristics and condition of a character	6. Design and apply straight, character, and special makeup	6. Design and apply makeup for a production
		7. Comprehend the requirements of audience space, stage space, and technical support spaces in a theatre	7. Assume the duties and responsibilities of a technical crew head and/or crew member
		8. Identify duties and responsibilities of crew heads and crews	8. Adapt production needs to various types of stages

CONCLUSÃO

LEVEL V	LEVEL VI Specialized Acting	LEVEL VI Specialized Technical Theatre	LEVEL VI Specialized Theatre Production
Recognize the functions of management in theatre production	Understand the relationship of management to theatre production	Understand the relationship of management to design and technical functions	Perform management functions for theatre production
1. Recognize the hierchy and delegation of responsibility in a theatre production company	1. Explore performers' relationship to management	1. Explore finances for producing and maintaining a production including use of a computer in budgeting	1. Be able to participate in budget planning
2. Identify the process of design and construction of publicitymaterials in theatrical production	2. Recognize the duties and responsibilities of the stage manager and the relationship with actors	2. Explore public relations, poster and program production, ticket sales, and audience training	2. Be able to operate the box office for a production
3. Identify the process of box office operations in theatrical production	3. Demonstrate awareness of the functions of theatre unions, agents, placement services, and contracts	3. Explore box office procedures and house management including use of a computer	3. Be able to conduct a public relations campaign for a theatre
4. Be able to compare management procedures in professional, non-profit, community and various levels of educational theatre		4. Be able to perform an inventory of materials	4. Be able to produce a poster and/or program for a production
		5. Be able to order and purchase materials needed for a particular project	5. Be able to serve as a stage manager for a production
		6. Demonstrate awareness of the functions of theatre unions, agents, placement services, and contracts	

COMPONENT THREE: Drama/Theatre Heritage - Historical and Cultural

GOAL THREE: Relate Theatre To Its Social Context

SKILLS, ATTITUDES, UNDERSTANDINGS:

Theatre and Life

Roles and Careers

Theatre Heritage

GOAL THREE: RELATE THEATRE TO ITS SOCIAL CONTEXT

Developmental levels and approximate grades

GENERAL OBJECTIVE				
Skills Attitudes Understandings	LEVEL I Kindergarten	LEVEL II Grades 1-3	LEVEL III Grades 4-6	LEVEL IV Grades 7-8
THE LEARNER WILL:				
A. Theatre and life	Explore real and fantasy situations	Explore real and fantasy situations	Explore similarities and differences between life and theatre	Compare life and theatre
B. Roles and careers	Use role-playing to develop awarenes of a variety of social roles	Use role-playing to develop awareness of a variety of social roles and occupations	Explore a variety of social roles and occupations including theatre and other arts	Explore a variety of social roles and occupations including theatre and other arts
C. Theatre heritage	Develop awareness of multicultural concepts through dramatic play	Develop awareness of multicultural concepts through dramatic activities	Explore historical and multciultural concepts through dramatic activities	Discover and explore motifs and themes in theatre

LEVEL V Grades 9-12 General	LEVEL VI Grades 9-12 Specialized Acting	LEVEL VI Grades 9-12 Specialized Technical Theatre	LEVEL VI Grades 9-12 Specialized Theatre Production
Reflect upon personal and universal meaning in theatre	Use life to understand theatre and theatre to understand life	Use life to understand theatre and theatre to understand life	Use life to understand theatre and theatre to understand life
Explore in depth selected occupations in theatre	Gain insight concerning discipline, knowledge, and skills requisite for career preparation in theatre	Gain insight concerning discipline, knowledge, and skills requisite for career preparation in theatre	Gain insight concerning discipline, knowledge, and skills requisite for career preparation in theatre
Explore theatre history through dramatic literature	Use cultural, social, and political aspects of theatre heritage to solve theatrical problems	Use cultural, social, and political aspects of theatre heritage to solve theatrical problems	Use cultural, social, and political aspects of theatre heritage to solve theatrical problems

A. THEATRE AND LIFE

GENERAL OBJECTIVES			
LEVEL I	LEVEL II	LEVEL III	LEVEL IV
THE LEARNER WILL:			
Explore real and fantasy situations	Explore real and fantasy situations	Explore similarities and differences between life and theatre	Compare life and theatre
ENABLING OBJECTIVES			
1. Play out real life situations	1. Compare dramatic situations with real life	1. Explore how drama/ theatre allows participants and audience to investigate emotions and behavior vicariously and safely	1. Identify similar themes in stories, plays, television, films, and real life
2. Play out fantasy situations	2. Participate with others in creative play that imitates home and school life	2. Explain how situations and characters in drama/ theatre are like those in life	2. Relate theatrical themes to own experiences
3. Begin to differentiate between real and fantasy situations	3. Participate with others in creative play that imitates actions or characters from stories, television, and film	3. Identify characters by recognizing their behaviors and by identifying with them	3. Explain how plays, television, and films imitate life
	4. Participate with others in creative play that invents imaginative ideas, actions, and characters	4. Explain the consequences of a character's behavior and suggest alternative behavior	4. Explain how plays, television, and films are different from real life
		5. Recognize that theatre permits exploration of human behavior despite cultural, ethnic, time and space differences	

LEVEL V

Reflect upon personal and universal meanings in theatre

1. Identify motifs, symbols, and metaphors in theatrical activity and relate to personal experience

2. Apply a definition of universality to the validity of the themes of plays read and seen

3. Discuss the differences in knowing and feeling that exist when performing and seeing a play

LEVEL VI
Specialized
Acting

Use life to understand theatre and theatre to understand life

1. Identify theatrical experiences which have made a significant difference in knowledge and feeling

2. Employ aspects of personal experience in order to explore the performance of theatrical production

3. Identify personal experiences which can be dramatized

LEVEL VI
Specialized
Technical Theatre

Recognize and understand the differences in design and construction for life and for theatre

1. Identify ways in which mastery of craft contributes to recognition of craft in real life.

2. Explore ways in which theatrical design is compared to life design.

3. Explore ways in which theatrical design differs from real life design.

4. Identify how construction of scenery, properties, etc. differs from construction of buildings, garments, etc.

LEVEL VI
Specialized
Theatre Production

Use life to understand theatre and theatre to understand life

1. Explore ways in which a theatrical community is comparable to family and group life

2. Explore ways in which theatrical texts present problems comparable to life situations

B. ROLES AND CAREERS

GENERAL OBJECTIVES			
LEVEL I	LEVEL II	LEVEL III	LEVEL IV
THE LEARNER WILL:			
Use role-playing to develop awareness of a variety of social roles	Use role-playing to develop awareness of a variety of social roles and occupations	Explore a variety of social roles and occupations including theatre and other arts	Explore a variety of social roles and occupations including theatre and other arts
ENABLING OBJECTIVES			
1. Enact family roles	1. Enact family and social roles	1. Demonstrate positive attitude toward important role of work in society	1. Demonstrate positive attitude toward important role of work in society
2. Enact roles of friends and community helpers	2. Demonstrate positive attitudes toward important role of work in society	2. Recognize self in relation to world of work	2. Define self in relation to world of work
	3. Recognize self in relation to world of work	3. Demonstrate appreciation of human achievement in the arts as a specified field of endeavor	3. Expand appreciation of human achievement art as a specific field of endeavor
			4. Identify theatre as one of many available careers
			5. Begin to be aware of factors to be considered in choosing a career in theatre

LEVEL V	LEVEL VI Specialized Acting	LEVEL VI Specialized Technical Theatre	LEVEL VI Specialized Theatre Production
Explore in depth selected occupations in theatre	Gain insight concerning discipline, knowledge, and skills requisite for career preparation in theatre	Gain insight concerning discipline, knowledge, and skills requisite for career preparation in theatre	Gain insight concerning discipline, knowledge, and skills requisite for career preparation in theatre
1. Explore theatre as a possible career choice	1. Recognize that theatre plays a dual role in the world of work: as a means of renewal /recreation and an occupational opportunity	1. Recognize that theatre plays a dual role in the world of work: as a means of renewal/recreation and an occupational opportunity	1. Recognize that theatre plays a dual role in the world of work: as a means of renewal/recreation and an occupational opportunity
2. Assess relationship of personal interests and abilities to selection of theatre as a career	2. Determine feasibility of a theatre career as life style and as an investment	2. Determine feasibility of a theatre career as life style and as an investment	2. Determine feasibility of a theatre career as life style and as an investment
3. Demonstrate familiarity with the range of careers in theatre	3. Select specialized area of theatre to pursue as a career choice	3. Select specialized area of theatre to pursue as a career choice	3. Select specialized area of theatre to pursue as a career choice
4. Define qualifications/skills required to enter various theatre occupations	4. Relate school curricular and co-curricular experiences to theatre career goals	4. Relate school curricular and co-curricular experiences to theatre career goals	4. Relate school curricular and co-curricular experiences to theatre career goals
5. Explore various aspects of theatre production through classroom/out-of-classroom theatre activities	5. Demonstrate required talents and discipline through exemplary participation in theatre productions and activities both within and outside the school	5. Demonstrate required talents and discipline through exemplary participation in theatre productions and activities both within and outside the school	5. Demonstrate required talents and discipline through exemplary participation in theatre productions and activities both within and outside the school
	6. Assess alternative career possibilities in order to provide career flexibility	6. Assess alternative career possibilities in order to provide career flexibility	6. Assess alternative career possibilities in order to provide career flexibility
	7. Plan appropriate post-secondary training	7. Plan appropriate post-secondary training	7. Plan appropriate post-secondary training

C. THEATRE HERITAGE

GENERAL OBJECTIVE:			
LEVEL I	LEVEL II	LEVEL III	LEVEL IV
THE LEARNER WILL:			
Develop awareness of multicultural concepts through dramatic play	Develop awareness of multicultural concepts through dramatic activities	Explore historical and multicultural concepts through dramatic activities	Discover and explore motifs and themes in theatre
ENABLING OBJECTIVE:			
1. Use dramatic play to explore a variety of societal roles	1. Engage in dramatic activities in which characters from diverse cultures are prominent	1. Investigate why theatre is a time-honored art form	1. Discover how theatrical heritage is preserved in dramatic texts, traditions, and conventions
	2. Engage in dramatic activities in which many cultural artifacts are used	2. Engage in dramatic activities in which many cultural groups are represented	2. Recognize the universality of character, situation, and motivation in theatre across cultures
	3. Discuss ways in which all characters contribute to making a whole	3. Engage in dramatic activities depicting different historical times	3. Recognize the roles of women, racial groups, the aged, and the handicapped in dramatic literature as a reflection of the values of the society which produced the play
	4. Demonstrate appreciation for differences in role characteristics	4. Engage in dramatic activities depicting diverse cultural characters	4. Discover and recognize conflict as a dominant motif in theatre and dramatic literature
		5. Play different roles depicting historical figures	
		6. Use appropriate settings, properties, and costumes to illustrate cultural and historical differences	

LEVEL V	LEVEL VI Specialized Acting	LEVEL VI Specialized Technical Theatre	LEVEL VI Specialized Theatre Production
Explore theatre history through dramatic literature	Use cultural, social, historical, political aspects of theatre heritage to solve theatrical problems	Use cultural, social, historical, political aspects of theatre heritage to solve theatrical problems	Use cultural, social, historical, political aspects of theatre heritage to solve theatrical problems
1. Identify ways in which theatre practitioners in other times and places have used motifs and themes which remain appropriate	1. Recognize theatre as a potentional cause of action	1. Examine dramatic texts for clues to accurately depict the physical aspects of a production	1. Accept theatre as a potential cause of action
2. Identify ways in which theatre practioners in different cultures have used motifs and themes which remain appropriate	2. Accept theatre's capacity for societal and personal self-examination	2. Research cultural, social, and political aspects of a society in order to accurately depict the technical elements of a production	2. Accept societal/ personal self-examination as a production goal
3. Identify theatre contributors of different cultures and historical periods	3. Examine dramatic texts for clues to accurate portrayal of cultural, social, and political ideas and events	3. Recognize the evolution of theatrical space and theatrical effects in play production	3. Recognize in performance the various issues of societal, political, and cultural importance
4. Recognize that drama is a major form of literature and that some of the world's greatest writers have written for the theatre	4. Use research about the history of theatrical performances in order to perform dramatic texts	4. Recognize in performance the various issues of societal, historical, political, and cultural importance.	4. Recognize that while the theatre has a heritage, it is also a living and therefore changing art form
5. Recognize that theatrical expression is one index to the artistic and social values and accomplishments of civilization		5. Recognize the history and development of technical elements	5. Evaluate the choices made in the creation of a production in relation to the historical period and cultural identity
		6. Research historical technical elements for potential solutions to current technical theatre problems.	

DRAMA

ARTS

COMPONENT FOUR: Aesthetic Valuing - Applying Knowlegde and Understanding

GOAL FOUR: Form Aesthetic Judgments

SKILLS, ATTITUDES, UNDERSTANDINGS:

Dramatic Elements

Theatre Attendance

Theatre and Other Arts

Aesthetic Response

LEVEL V Grades 9-12 General	LEVEL VI Grades 9-12 Specialized Acting	LEVEL VI Grades 9-12 Specialized Technical Theatre	LEVEL VI Grades 9-12 Specialized Theatre Production
Analyze and evaluate elements in dramatic literature	Analyze and evaluate dramatic text as a basis for performance	Analyze and evaluate dramatic text as a basis for technical theatre decisions	Analyze and strive for consensus of interpretation concerning the dramatic elements of a text as a basis for production
Analyze and evaluate live theatre using selected criteria	Expand depth and scope of aesthetic judgment by experiencing theatre of diverse styles, modes, and genres	Expand depth and scope of aesthetic judgment by experiencing theatre of diverse styles, modes, and genres	Expand depth and scope of aesthetic judgment by experiencing theatre of diverse styles, modes, and genres
Examine relationships between theatre and other arts	Synthesize knowledge of other arts into the creation of a role	Synthesize knowledge of other arts into technical theatre	Synthesize knowledge of other arts into the creation of theatre productions
Respond to theatre as art	Respond to acting as art	Respond to technical theatre as art	Respond to theatre production as art
Analyze and respond to advertising as art	Respond to actors in advertising	Respond to design and technical theatre in advertising	Analyze the method and function of advertising in theatre production

A. DRAMATIC ELEMENTS

GENERAL OBJECTIVES			
LEVEL I	LEVEL II	LEVEL III	LEVEL IV
THE LEARNER WILL:			
Explore roles and environments in dramatic activities	Use selected dramatic elements in dramatic activities	Use and identify dramatic elements	Recognize and respond to elements in dramatic literature
ENABLING OBJECTIVES			
1. Listen and respond to stories	1. Tell and retell stories with beginning, middle, and end	1. Identify major dramatic questions (inciting incidents) and resolutions in stories or plays	1. Recognize rising actions, climax, conclusion, and denouement
2. Identify subjects of stories	2. Recognize the central ideas of stories or plays	2. Contribute ideas regarding the central ideas or themes of stories or plays	2. Express the central ideas of stories or plays in clear, concise statements
3. Use conversation in dramatic play	3. Create spontaneous dialogue to express ideas and feelings	3. Create spontaneous dialogue to reveal character and advance plot.	3. Create or interpret dialogue appropriate to character and situation
4. Use pictures, costumes, and properties in establishing environment and expressing character	4. Use pictures, costumes, and properties to enlarge concepts of environment and character	4. Use technical elements of sets, properties, lighting, costume, and makeup in creation of character and scenes	4. Use technical elements of sets, properties, lighting, costume, and makeup in creation of character and scenes
5. Use a variety of vocal and instrumental sounds to express character and feeling	5. Use a variety of vocal and instrumental sounds to create moods and environments		

LEVEL V	LEVEL VI Specialized Acting	LEVEL VI Specialized Technical Theatre	LEVEL VI Specialized Theatre Production
Analyze and evaluate elements in dramatic literature	Analyze and evaluate dramatic text as a basis for performance	Analyze and evaluate dramatic text as a basis for technical theatre decisions	Analyze and strive for consensus of interpretation concerning the dramatic elements of a text as a basis for production
1. Be able to analyze dramatic structure	1. Make characterization decisions based upon analysis of dramatic action	1. Make technical design decisions based upon analysis of dramatic action	1. Analyze dramatic action as a basis for production
2. Recognize methods used to present themes	2. Make characterization decisions based upon identification of themes and their relationships to plot and character development	2. Make technical design decisions based upon identification of theme	2. Identify themes and their relationships to plot and character development
3. Analyze and interpret dialogue for appropriateness to situation, style, period and characterization	3. Make characterization decisions based upon analysis of dialogue	3. Make technical design decisions based upon analysis of character	3. Analyze the way dialogue reveals theme, setting, time, and character
4. Analyze texts and determine visual elements of spectacle needed to convey author's intent	4. Make characterization decisions based upon analysis of setting and time	4. Make technical design decisions based upon analysis of setting and time	4. Analyze text and determine visual elements for total production
5. Be aware of theatrical conventions such as asides and soliloquies		5. Analyze and apply design elements to design decisions	

B.THEATRE ATTENDANCE

GENERAL OBJECTIVES			
LEVEL I	LEVEL II	LEVEL III	LEVEL IV
THE LEARNER WILL:			
Respond to live theatre	Respond to live theatre	Respond to live theatre	Respond to and analyze live theatre
ENABLING OBJECTIVES			
1. Express physically and verbally what is noticed about theatre events	1. Recognize emotions evoked by performance	1. Share perceptions of theatre experiences	1. Recognize how character traits are illustrated by dialogue and movement
2. Recognize that the actor is different from the character portrayed	2. Identify beginning, middle, and end of the theatre event	2. Discern moods in theatre experiences	2. Identify themes in theatre experiences
3. Recognize the transformation of place of performance into a theatrical setting	3. Describe the appearance and action of the characters	3. Identify the who, what, and where in theatre experiences	3. Evaluate the believability of theatre experiences
4. Identify characters most admired and most disliked	4. Infer motivation for actions taken by the characters		
5. Give reasons for choices characters made in performance	5. Make suggestions for alternative endings		
	6. Identify the most exciting scene		

LEVEL V	LEVEL VI Specialized Acting	LEVEL VI Specialized Technical Theatre	LEVEL VI Specialized Theatre Production
Analyze and evaluate live theatre using selected criteria	Expand depth and scope of aesthetic judgment by experiencing theatre of diverse styles, modes, and genres	Expand depth and scope of aesthetic judgment by experiencing theatre of diverse styles, modes, and genres	Expand depth and scope of aesthetic judgment by experiencing theatre of diverse styles, modes, and genres
1. Identify available theatre opportunities: educational, community, professional	1. Analyze and evaluate live theatrical events as a participant	1. Recognize the way that technical aspects enhance a production	1. Appraise the presentation in terms of believability, structure and performance qualities
2. Explain theatrical collaboration emphasizing audience collaboration	2. Identify character motivation in theatre production	2. Recognize the relationship of character to makeup, costumes, sets, properties, etc.	2. Be aware of the differences between lasting and temporary work in theatre
3. Differentiate between personal likes and dislikes and the aesthetic merits of theatrical productions	3. Identify, through line of action, play and individual players	3. Recognize the choices of design elements used in each design area	3. Suggest alternative solutions to the problems of the production
4. Develop criteria for responding to theatre experiences: intent, structure, effectiveness, and worth	4. Recognize the actor as a collaborating artist	4. Recognize the unifying elements in the production	4. Recognize how theatre ritualizes life experiences
		5. Recognize the demands of various theatre spaces on director, designer, actors, and technicians	5. Analyze and evaluate audience response to a production

C. THEATRE AND OTHER ARTS

GENERAL OBJECTIVES			
LEVEL I	LEVEL II	LEVEL III	LEVEL IV
THE LEARNER WILL:			
Experience various art forms and relate to theatre	Experience various art forms and relate to theatre	Explore relationships between theatre and other arts	Explore relationships between theatre and other arts
ENABLING OBJECTIVE			
1. Demonstrate awareness that responding to sensory stimuli is basic to all of the arts	1. Begin to identify and describe aesthetic qualities in dance, film, literature, music, theatre, architecture, and the visual arts	1. Classify the different art elements that constitute a whole work	1. Recognize that drama/theater is aesthetic learning
2. Experiment with the manipulation of tools, media, and techniques required to form art works	2. Demonstrate awareness that each art form possesses its own symbol system	2. Identify the symbol system of each art form	2. Demonstrate awareness that artistic skills assist aesthetic learning
3. Describe feelings aroused by attending to a variety of art forms	3. Demonstrate awareness that there are similarities and differences among the elements of the different art forms	3. Begin to develop critical language in the comparison of creative processes used in various art forms	3. Perceive, describe, and analyze the creative process that artists use in each of the art forms
4. Discover similarities and differences among the different art forms	4. Use the repertoire of art experiences including theatre upon which to develop aesthetic criteria		4. Use creative processes and problem-solving strategies of art forms to develop aesthetic criteria
5. Use other art forms to motivate and comment upon dramatic activities			5. Make decisions concerning structuring of elements of art forms based on aesthetic criteria
6. Begin to build a repertoire of art experiences on which to base aesthetic judgment			6. Expand critical language skills for describing and criticizing the creative process and works of art
			7. Demonstrate awareness that cultures possess different aesthetic values which affect art forms

LEVEL V Examine relationships between theatre and other arts	LEVEL VI Specialized Acting Synthesize knowledge of other arts into the creation of a role	LEVEL VI Specialized Technical Theatre Synthesize knowledge of other arts into technical theatre	LEVEL VI Specialized Theatre Production Synthesize knowledge of other arts into the creation of a theatre production
1. Determine that aesthetic learning involves artistic action which is dramatic in nature	1. Blend appropriate elements of dance/movement into physicalization of a role	1. Use appropriate elements of literature and internalized literary experiences to build an understanding of the historical and social characteristics needed to create the environment for a production	1. Demonstrate awareness of the principle of aesthetic distance
2. Recognize that images, sounds, movement and words are unique ways of presenting ideas and feelings which are manifested through theatre and all of the arts	2. Use appropriate elements of literature and internalized literary experiences to build an understanding of character motivation and the dramatic text as a whole	2. Use appropriate elements of the visual arts to design and execute a visual environment for a production which is soundly constructed, aesthetically pleasing, and which enhances the mood and theme of the dramatic text	2. Demonstrate awareness of the importance of empathy in the creation of theatre art
3. Use the symbol system of theatre and the other arts to develop metaphoric and symbolic thought	3. Use appropriate elements of music and internalized musical experiences to develop vocal and physical characterization	3. Use appropriate elements of music and internalized musical experiences to create a sound design for a production which is aesthetically pleasing	3. Synthesize the appropriate elements of all of the arts, as well as internalized experiences in those arts, into the creation of a theatrical production
4. Begin to use theatre and the other arts to synthesize ideas and feelings concerning objective facts	4. Use appropriate elements of the visual arts and internalized visual arts experiences to build an understanding of character motivation and to effect physical appearance of character	4. Use appropriate elements of other disciplines (science, math, home economics, architecture, fashion design, interior decoration, and industrial technology) in the creation of a visual environment	
5. Draw legitimate connections between theatre and the other arts through careful analysis of similarities and differences	5. Use appropriate elements of other disciplines (social sciences, languages) to create a role		
6. Examine theatre as a synthesis of all of the arts			

D. AESTHETIC RESPONSE

LEVEL I	LEVEL II	LEVEL III	LEVEL IV
GENERAL OBJECTIVE			
THE LEARNER WILL:			
Respond affectively to dramatic activities	Recognize and respond to unique qualities of theatre	Explore theatre in order to understand and appreciate the creative process	Explore theatre in order to respond cognitively to creative products
ENABLING OBJECTIVE			
1. Demonstrate involvement in dramatic play	1. Discover through experience the immediacy of live performance	1. Discover through experience that theatre activities require collaboration to fulfill purpose	1. Explore ways in which experiences with diverse theatre activities enrich artistic, intellectual, social, and spiritual responses
2. Experience pleasure and/or a sense of satisfaction in dramatic play	2. Discover through participation that theatre activities imitate human experience	2. Discover through experience that making theatre art can permit the feeling of satisfaction and/or pleasure	2. Discover through experience that the whole of an artistic experience is more than the sum of its parts
3. Enjoy theatre experiences	3. Discover through participation or observation that theatre is a communal experience	3. Participate in constructive criticism based on selected criteria	3. Explore criteria for evaluating theatre experiences 4. Develop personal criteria for evaluating theatre experiences

LEVEL V	LEVEL VI Specialized Acting	LEVEL VI Specialized Technical Theatre	LEVEL VI Specialized Theatre Production
Respond to theatre as art	Respond to theatre as art	Respond to theatre as art	Respond to theatre as art
1. Explore a range of dramatic theatrical criticism	1. Develop aesthetic criteria for making choices about performances	1. Develop aesthetic criteria for making choices about technical theatre	1. Develop aesthetic criteria for making production choices.
2. Discover through experience that theatrical activity allows perception of the strengths and possibilities of human potential	2. Develop aesthetic criteria for evaluating performances by self and others	2. Develop aesthetic criteria for evaluating technical theatre choices and products made by self and others	2. Recognize that aesthetic choices govern the way in which dramatic elements are revealed through a production
3. Discover through experience that the finest of theatrical experiences provides for human renewal			3. Develop aesthetic criteria for evaluating theatre productions
			4. Recognize that aesthetic responses to works of art may vary

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